



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 10551232  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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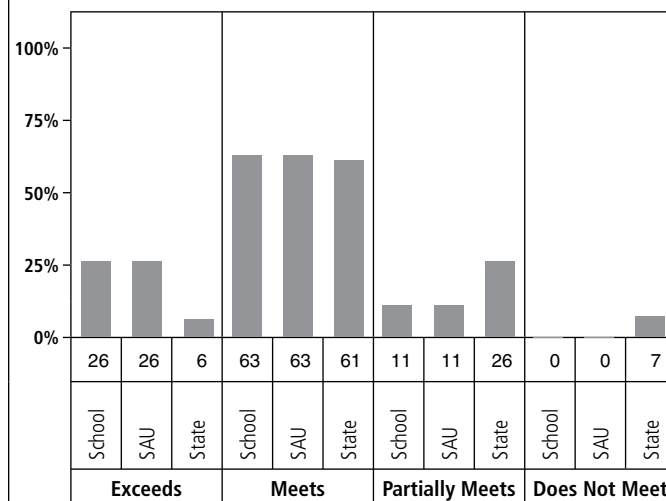
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

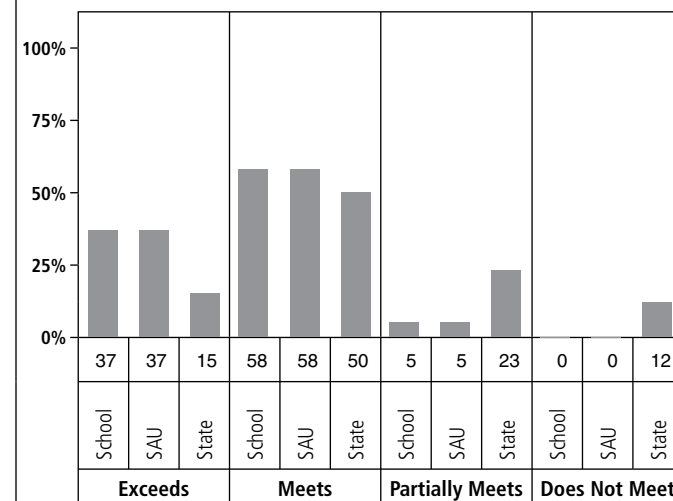
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	545	544	544
2007–2008	551	551	545
<b>2008–2009</b>	<b>553</b>	<b>553</b>	<b>546</b>
Cum. Avg.*	551	551	545
<b>Mathematics</b>			
2006–2007	548	547	546
2007–2008	552	552	546
<b>2008–2009</b>	<b>559</b>	<b>559</b>	<b>547</b>
Cum. Avg.*	555	555	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>556</b>	<b>556</b>	<b>543</b>

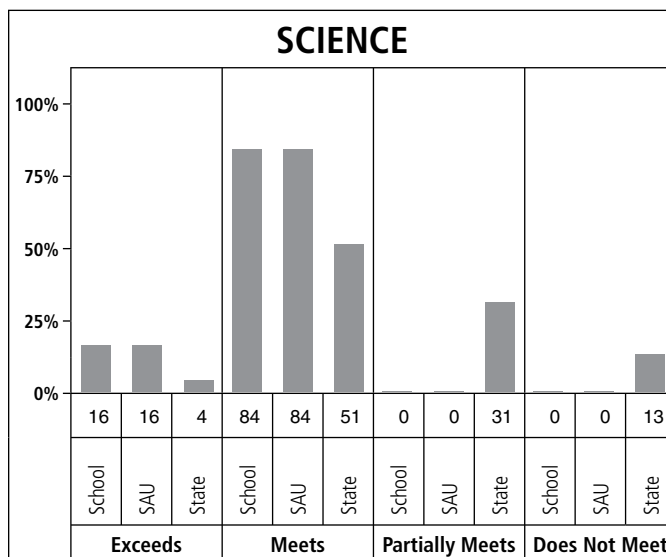
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	19	100	19	100	14212	100	19	100	19	100	14135	100	19	100	19	100	14144	100	19	100	19	100	14137	100
<b>Ethnicity</b> African American/Black	1	5	1	5	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	18	95	18	95	13271	93	18	100	18	100	13212	100	18	100	18	100	13211	100	18	100	18	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	3	16	3	16	2479	17	3	100	3	100	2454	100	3	100	3	100	2455	100	3	100	3	100	2451	99
<b>Current LEP</b>	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
<b>Economically disadvantaged</b>	4	21	4	21	5848	41	4	100	4	100	5815	100	4	100	4	100	5819	100	4	100	4	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	18	95	18	95	10849	76	18	95	18	95	10872	76	18	95	18	95	10976	77
Identified disability (PET/IEP)	2	11	2	11	298	3	2	11	2	11	307	3	2	11	2	11	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	1	5	1	5	3122	22	1	5	1	5	3124	22	1	5	1	5	3019	21
Identified disability (PET/IEP)	1	100	1	100	1992	64	1	100	1	100	2000	64	1	100	1	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008	0	0	0	0	659	5
	<b>2008-2009</b>	<b>5</b>	<b>26</b>	<b>5</b>	<b>26</b>	<b>836</b>	<b>6</b>
	Cum. Total*	5	15	5	16	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	5	63	4	57	7730	55
	2007-2008	5	83	5	83	8195	58
	<b>2008-2009</b>	<b>12</b>	<b>63</b>	<b>12</b>	<b>63</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	22	67	21	66	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	3	38	3	43	4182	30
	2007-2008	1	17	1	17	3800	27
	<b>2008-2009</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>11</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	6	18	6	19	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008	0	0	0	0	1362	10
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>973</b>	<b>7</b>
	Cum. Total*	0	0	0	0	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>48</b>	<b>100</b>	35.2	73.3	35.2	73.3	30.8	64.2
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>24</b>	<b>50</b>	17.1	71.3	17.1	71.3	15.0	62.5
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>24</b>	<b>50</b>	18.2	75.8	18.2	75.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Edgecomb School Department  
 School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	5	26	12	63	2	11	0	0	553	19	26	63	11	0	553	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	18	4	22	12	67	2	11	0	0	552	18	22	67	11	0	552	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2290	0	29	47	23	537
No	16	5	31	11	69	0	0	0	0	555	16	31	69	0	0	555	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	0										0						354	1	35	34	30	538
No	19	5	26	12	63	2	11	0	0	553	19	26	63	11	0	553	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	4										4						5716	2	51	35	12	542
No	15	5	33	9	60	1	7	0	0	556	15	33	60	7	0	556	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	19	5	26	12	63	2	11	0	0	553	19	26	63	11	0	553	13963	6	61	26	7	546
<b>Gender</b>																						
Female	12	4	33	7	58	1	8	0	0	556	12	33	58	8	0	556	6882	8	62	24	6	547
Male	7	1	14	5	71	1	14	0	0	548	7	14	71	14	0	548	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						1914	1	41	44	14	540
No	17	5	29	10	59	2	12	0	0	554	17	29	59	12	0	554	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	19	5	26	12	63	2	11	0	0	553	19	26	63	11	0	553	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Edgecomb School Department  
 School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	2	40	34	24	540
B. less than one hour	47	2	22	6	67	1	11	0	0	552	47	22	67	11	0	552	70	6	63	26	6	546
C. one to two hours	53	3	30	6	60	1	10	0	0	554	53	30	60	10	0	554	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	42	4	50	4	50	0	0	0	0	561	42	50	50	0	0	561	36	10	67	18	5	549
B. good	37	1	14	5	71	1	14	0	0	548	37	14	71	14	0	548	47	5	62	27	6	546
C. fair	16	0	0	2	67	1	33	0	0	547	16	0	67	33	0	547	15	2	47	40	12	541
D. poor	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	58	2	18	9	82	0	0	0	0	553	58	18	82	0	0	553	31	9	65	20	5	548
B. They match some of what I have learned.	37	3	43	3	43	1	14	0	0	555	37	43	43	14	0	555	55	5	63	27	5	546
C. They match just a little of what I have learned.	5	0	0	0	0	1	100	0	0	536	5	0	0	100	0	536	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	74	3	21	9	64	2	14	0	0	552	74	21	64	14	0	552	64	7	63	25	5	547
C. easier than my regular schoolwork	21	2	50	2	50	0	0	0	0	557	21	50	50	0	0	557	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	32	1	17	4	67	1	17	0	0	548	32	17	67	17	0	548	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	63	4	33	7	58	1	8	0	0	556	63	33	58	8	0	556	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	2	67	1	33	0	0	0	0	563	16	67	33	0	0	563	20	10	64	21	5	548
B. 20 minutes to an hour	47	2	22	7	78	0	0	0	0	554	47	22	78	0	0	554	56	7	65	24	5	547
C. less than 20 minutes	21	1	25	2	50	1	25	0	0	549	21	25	50	25	0	549	10	3	52	33	12	543
D. I rarely read at home.	16	0	0	2	67	1	33	0	0	545	16	0	67	33	0	545	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	37	2	29	4	57	1	14	0	0	555	37	29	57	14	0	555	25	3	53	33	11	543
B. six to ten pages	26	1	20	4	80	0	0	0	0	550	26	20	80	0	0	550	26	6	61	26	7	546
C. eleven or more pages	37	2	29	4	57	1	14	0	0	553	37	29	57	14	0	553	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	548	100	0	100	0	0	548						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	2	25	2	29	1711	12
	2007-2008	0	0	0	0	1617	12
	<b>2008-2009</b>	<b>7</b>	<b>37</b>	<b>7</b>	<b>37</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	9	27	9	28	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	3	38	2	29	6778	48
	2007-2008	6	100	6	100	7284	52
	<b>2008-2009</b>	<b>11</b>	<b>58</b>	<b>11</b>	<b>58</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	20	61	19	59	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	1	13	1	14	3884	28
	2007-2008	0	0	0	0	3341	24
	<b>2008-2009</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	2	6	2	6	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	2	25	2	29	1683	12
	2007-2008	0	0	0	0	1778	13
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	2	6	2	6	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	32.6	67.9	32.6	67.9	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	13.4	74.4	13.4	74.4	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	6.3	63.0	6.3	63.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	5.3	53.0	5.3	53.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.6	76.0	7.6	76.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	7	37	11	58	1	5	0	0	559	19	37	58	5	0	559	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	18	6	33	11	61	1	6	0	0	558	18	33	61	6	0	558	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2307	3	32	32	33	536
No	16	7	44	8	50	1	6	0	0	561	16	44	50	6	0	561	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	0										0						365	5	33	30	32	536
No	19	7	37	11	58	1	5	0	0	559	19	37	58	5	0	559	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	4										4						5731	7	46	29	18	542
No	15	7	47	8	53	0	0	0	0	562	15	47	53	0	0	562	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	19	7	37	11	58	1	5	0	0	559	19	37	58	5	0	559	13988	15	50	23	12	547
<b>Gender</b>																						
Female	12	6	50	6	50	0	0	0	0	562	12	50	50	0	0	562	6889	14	51	23	12	546
Male	7	1	14	5	71	1	14	0	0	553	7	14	71	14	0	553	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						1918	3	39	36	22	539
No	17	7	41	9	53	1	6	0	0	560	17	41	53	6	0	560	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	19	7	37	11	58	1	5	0	0	559	19	37	58	5	0	559	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Edgecomb School Department  
 School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	8	38	26	28	539
B. less than one hour	47	4	44	5	56	0	0	0	0	561	47	44	56	0	0	561	70	15	52	23	10	547
C. one to two hours	53	3	30	6	60	1	10	0	0	557	53	30	60	10	0	557	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	4	67	2	33	0	0	0	0	567	32	67	33	0	0	567	34	28	50	14	8	552
B. good	42	3	38	5	63	0	0	0	0	560	42	38	63	0	0	560	45	11	54	24	10	546
C. fair	26	0	0	4	80	1	20	0	0	546	26	0	80	20	0	546	18	3	45	33	19	540
D. poor	0										0						3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	26	1	20	4	80	0	0	0	0	558	26	20	80	0	0	558	38	22	52	19	7	550
B. They match some of what I have learned.	68	6	46	6	46	1	8	0	0	560	68	46	46	8	0	560	48	12	53	24	11	546
C. They match just a little of what I have learned.	5	0	0	1	100	0	0	0	0	548	5	0	100	0	0	548	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	2	100	0	0	0	0	548	11	0	100	0	0	548	17	7	42	30	21	540
B. about the same as my regular schoolwork	84	7	44	8	50	1	6	0	0	560	84	44	50	6	0	560	64	15	53	23	10	547
C. easier than my regular schoolwork	5	0	0	1	100	0	0	0	0	556	5	0	100	0	0	556	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						7	6	39	27	27	539
B. 30–45 minutes	21	2	50	2	50	0	0	0	0	561	21	50	50	0	0	561	28	9	49	28	15	544
C. 45–60 minutes	47	3	33	5	56	1	11	0	0	558	47	33	56	11	0	558	41	17	53	21	9	548
D. more than 60 minutes	32	2	33	4	67	0	0	0	0	557	32	33	67	0	0	557	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	100	0	0	0	0	554	5	0	100	0	0	554	6	14	43	24	20	543
B. two or three days a week	37	4	57	3	43	0	0	0	0	563	37	57	43	0	0	563	24	17	52	21	10	548
C. two or three times each month	42	3	38	4	50	1	13	0	0	558	42	38	50	13	0	558	33	17	52	21	9	548
D. never or almost never	16	0	0	3	100	0	0	0	0	553	16	0	100	0	0	553	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	37	4	57	2	29	1	14	0	0	561	37	57	29	14	0	561	23	13	47	26	15	545
B. two or three days a week	21	2	50	2	50	0	0	0	0	564	21	50	50	0	0	564	31	17	52	21	10	548
C. two or three times each month	37	1	14	6	86	0	0	0	0	553	37	14	86	0	0	553	27	17	52	21	10	548
D. never or almost never	5	0	0	1	100	0	0	0	0	554	5	0	100	0	0	554	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	1	100	0	0	0	0	0	0	566	100	100	0	0	0	566						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: Edgecomb School Department  
School: Edgecomb Eddy School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	16	3	16	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	16	84	16	84	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	0	0	0	0	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	0	0	0	0	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	36.5	76.0	36.5	76.0	29.2	60.8
<b>D. The Physical Setting</b>	24	50	16.1	67.1	16.1	67.1	12.9	53.8
<b>E. The Living Environment</b>	24	50	20.5	85.4	20.5	85.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: Edgecomb School Department  
 School: Edgecomb Eddy School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	3	16	16	84	0	0	0	0	556	19	16	84	0	0	556	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	18	2	11	16	89	0	0	0	0	555	18	11	89	0	0	555	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2309	2	29	39	29	536
No	16	3	19	13	81	0	0	0	0	558	16	19	81	0	0	558	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	0										0						361	1	23	32	44	533
No	19	3	16	16	84	0	0	0	0	556	19	16	84	0	0	556	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	4										4						5729	2	42	37	20	539
No	15	3	20	12	80	0	0	0	0	559	15	20	80	0	0	559	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	19	3	16	16	84	0	0	0	0	556	19	16	84	0	0	556	13987	4	51	31	13	543
<b>Gender</b>																						
Female	12	2	17	10	83	0	0	0	0	558	12	17	83	0	0	558	6886	4	49	33	14	542
Male	7	1	14	6	86	0	0	0	0	553	7	14	86	0	0	553	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	2										2						1917	1	31	41	28	536
No	17	3	18	14	82	0	0	0	0	557	17	18	82	0	0	557	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	19	3	16	16	84	0	0	0	0	556	19	16	84	0	0	556	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: Edgecomb School Department  
 School: Edgecomb Eddy School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	2	37	35	25	538
B. less than one hour	47	1	11	8	89	0	0	0	0	555	47	11	89	0	0	555	70	4	53	31	12	544
C. one to two hours	53	2	20	8	80	0	0	0	0	557	53	20	80	0	0	557	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	37	2	29	5	71	0	0	0	0	560	37	29	71	0	0	560	26	7	56	26	11	545
B. good	47	1	11	8	89	0	0	0	0	557	47	11	89	0	0	557	53	4	53	31	11	544
C. fair	16	0	0	3	100	0	0	0	0	545	16	0	100	0	0	545	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	58	1	9	10	91	0	0	0	0	555	58	9	91	0	0	555	23	5	56	28	11	544
B. They match some of what I have learned.	37	2	29	5	71	0	0	0	0	559	37	29	71	0	0	559	48	5	52	31	12	544
C. They match just a little of what I have learned.	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	53	1	10	9	90	0	0	0	0	553	53	10	90	0	0	553	58	4	52	32	12	543
C. easier than my regular schoolwork	42	2	25	6	75	0	0	0	0	562	42	25	75	0	0	562	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	100	3	16	16	84	0	0	0	0	556	100	16	84	0	0	556	33	5	51	31	14	543
B. a few times a week	0										0						45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	11	0	0	2	100	0	0	0	0	553	11	0	100	0	0	553	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	21	0	0	4	100	0	0	0	0	549	21	0	100	0	0	549	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	32	2	33	4	67	0	0	0	0	561	32	33	67	0	0	561	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	37	1	14	6	86	0	0	0	0	557	37	14	86	0	0	557	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	79	3	20	12	80	0	0	0	0	558	79	20	80	0	0	558	47	4	51	32	12	543
B. a few times a month	11	0	0	2	100	0	0	0	0	545	11	0	100	0	0	545	27	5	54	30	11	544
C. once a month	0										0						10	5	49	30	15	543
D. never or almost never	11	0	0	2	100	0	0	0	0	551	11	0	100	0	0	551	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	89	2	12	15	88	0	0	0	0	556	89	12	88	0	0	556	46	4	52	32	12	543
B. a few times a month	5	1	100	0	0	0	0	0	0	564	5	100	0	0	0	564	28	5	53	30	12	544
C. once a month	5	0	0	1	100	0	0	0	0	542	5	0	100	0	0	542	11	4	47	34	15	542
D. never or almost never	0										0						15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	1	100	0	0	0	0	556	100	0	100	0	0	556						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
 N = Number